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ABSTRACT

This edition of the "Mini-Digest" provides a pocket-sized compilation of statistical information covering U.S. education from kindergarten through graduate school. This information is found in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." The statistical highlights provide a quantitative description of the education scene in the United States. Information is presented on: (1) enrollment at elementary, secondary, and higher education levels; (2) teachers and teacher characteristics; (3) educational outcomes (course-taking patterns, graduates, dropouts, literacy rates, completions, reading and mathematics performance, and college degrees); and (4) educational finance (primary, secondary, and post-secondary levels, federal funding and financial aid). Statistics reveal that in 1998, education was the primary occupation of more than 75 million people. Included in this total were about 67.3 million students and about 4 million teachers and college faculty. (Contains 30 tables and 12 figures.) (SLD)

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# Mini-Digest of Education Statistics 1998

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U.S. Department of Education
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# Mini-Digest of Education Statistics 1998

Charlene Hoffman
Project Director

U.S. Department of Education
Office of Educational Research and Improvement NCES 1999-039

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**National Center for Education Statistics**

The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).

September 1999

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# Foreword

Welcome to the sixth edition of the *Mini-Digest of Education Statistics.* The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics, The Condition of Education,* and *Youth Indicators.*

These volumes include selections of data from many sources, both government and private, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics.*

## Overview

Education was the primary occupation of more than 75 million people in the United States in the fall of 1998. Included in this total were about 67.3 million students enrolled in American schools and colleges. About 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.2 million. In a nation with a population of about 271 million, more than 1 out of every 4 persons participated in formal education.

Clearly, from the large number of participants, the 12 to 13 years that people spend in school, and the hundreds of billions of dollars expended by educational institutions, it is evident that the American people have a high regard for education.

## The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last from 3 to 6 years depending on the structure within their school district. Pupils normally complete the entire program through grade 12 by age 17, 18, or 19.

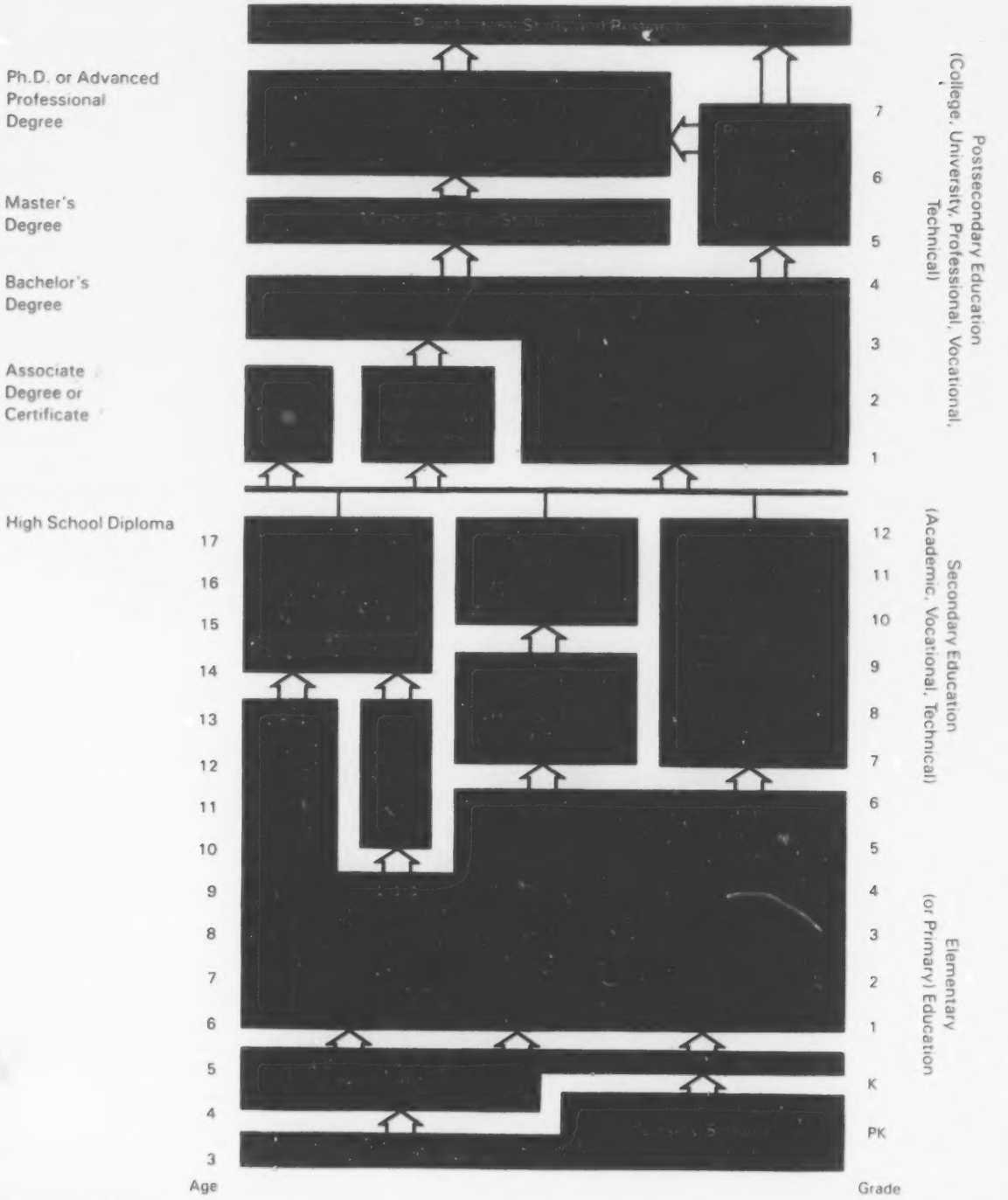
High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college

are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, churches, and businesses.

An associate degree requires the equivalent of at least 2 years of full-time college-level work, and a bachelor's degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

**Figure 1.—The structure of education in the United States**




NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

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# Enrollment

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# Elementary and Secondary Schools

## Public Schools

Overall, public school enrollment increased between 1988 and 1998. In kindergarten through grade eight, enrollment rose from 28.5 million in fall 1988 to an estimated 33.5 million in fall 1998. In the upper grades (9–12), the net result of changes in enrollment over the same period was an overall increase in secondary students.

### Table 1.—Enrollment in public elementary and secondary schools: Fall 1988 to fall 1998
(In thousands)

| Year | Total | Kindergarten through grade 8 | Grades 9 through 12 |
|---|---|---|---|
| 1988 | 40,189 | 28,501 | 11,687 |
| 1989 | 40,543 | 29,152 | 11,390 |
| 1990 | 41,217 | 29,878 | 11,338 |
| 1991 | 42,047 | 30,506 | 11,541 |
| 1992 | 42,823 | 31,088 | 11,735 |
| 1993 | 43,465 | 31,504 | 11,961 |
| 1994 | 44,111 | 31,898 | 12,213 |
| 1995 | 44,840 | 32,341 | 12,500 |
| 1996 [1] | 45,592 | 32,759 | 12,834 |
| 1997 [1] | 45,953 | 32,951 | 13,003 |
| 1998 [2] | 46,792 | 33,522 | 13,270 |

[1] Preliminary data.

[2] Projected.

NOTE: Because of rounding, details may not add to totals.

## Private Schools

Private school enrollment has changed little over the past decade, with 11 percent of all elementary and secondary students attending private schools. Total private school enrollment at the elementary and secondary levels was estimated at 5.9 million in fall 1998.

### Table 2.—Enrollment in private elementary and secondary schools: Fall 1988 to fall 1998
(In thousands)

| Year | Total | Kindergarten through grade 8 | Grades 9 through 12 |
|---|---|---|---|
| 1988 | 5,241 | 4,036 | 1,206 |
| 1989 | 5,355 | 4,162 | 1,193 |
| 1990 | 5,232 | 4,095 | 1,137 |
| 1991 | 5,199 | 4,074 | 1,125 |
| 1992 | 5,375 | 4,212 | 1,163 |
| 1993 | 5,471 | 4,280 | 1,191 |
| 1994 | 5,596 | 4,360 | 1,236 |
| 1995 | 5,700 | 4,431 | 1,269 |
| 1996[1] | 5,783 | 4,486 | 1,297 |
| 1997[2] | 5,867 | 4,545 | 1,322 |
| 1998[2] | 5,927 | 4,588 | 1,339 |

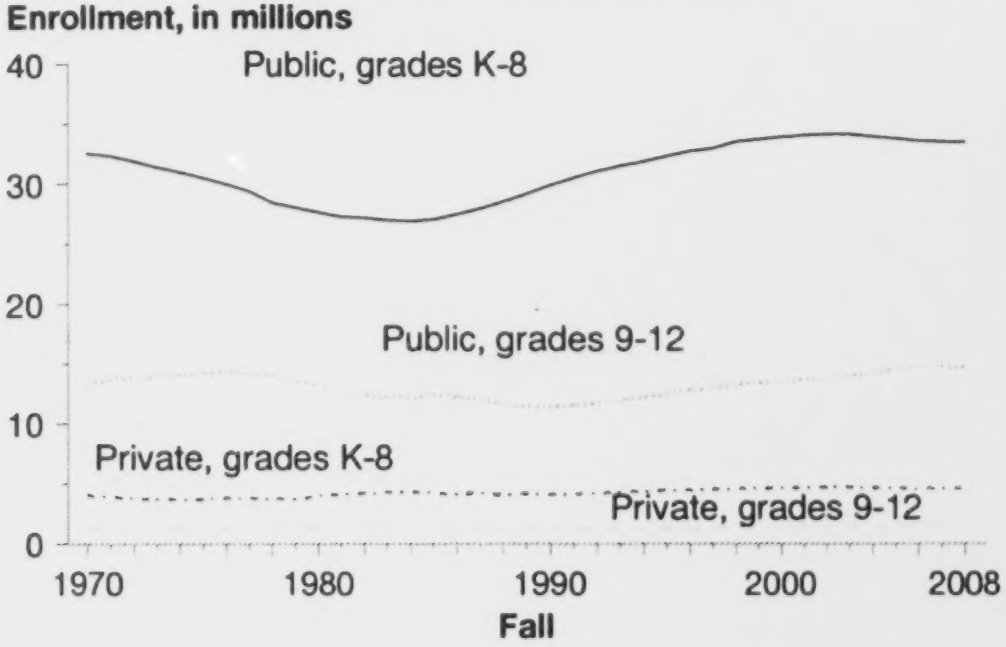
[1] Preliminary data.
[2] Projected.

NOTE: Excludes home-schooled children. In 1997–98, the Department estimated that approximately 800,000 to 1,000,000 were home-schooled. Because of rounding, details may not add to totals.

## Projections

The National Center for Education Statistics (NCES) forecasts record levels of enrollment through the late 1990s. It is anticipated that in each year, elementary and secondary school enrollments will surpass the previous high and will continue to climb into the next century. Elementary school

### Figure 2.—Enrollment in elementary and secondary schools, by level and control: Fall 1970 to fall 2008



enrollment is expected to reach 38.3 million and secondary school enrollment will reach 14.8 million in 1999. Between fall 1998 and fall 2003, elementary school enrollment is projected to grow by 2 percent, while secondary school enrollment is expected to rise by 5 percent.

**Table 3.—Projected enrollment in public and private elementary and secondary schools: Fall 1998 to fall 2008**
**(In thousands)**

| Year | Total | Kindergarten through grade 8 | Grades 9 through 12 |
|---|---|---|---|
| 1998 ..... | 52,718 | 38,110 | 14,609 |
| 1999 ..... | 53,112 | 38,338 | 14,774 |
| 2000 ..... | 53,445 | 38,543 | 14,903 |
| 2001 ..... | 53,736 | 38,716 | 15,019 |
| 2002 ..... | 53,987 | 38,795 | 15,192 |
| 2003 ..... | 54,153 | 38,795 | 15,358 |
| 2004 ..... | 54,308 | 38,606 | 15,702 |
| 2005 ..... | 54,426 | 38,376 | 16,050 |
| 2006 ..... | 54,457 | 38,181 | 16,276 |
| 2007 ..... | 54,425 | 38,073 | 16,352 |
| 2008 ..... | 54,268 | 38,034 | 16,234 |

NOTE: Because of rounding, details may not add to totals.

## Preprimary Enrollment

Prekindergarten and kindergarten enrollment of 3- to 5-year-olds increased 33 percent between 1987 and 1997. The proportion of 5-year-olds enrolled in kindergarten programs has changed little since 1985.

### Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs: Fall 1987, 1992, and 1997
(In thousands)

| Level and control of school | Fall 1987 | Fall 1992 | Fall 1997 |
|---|---|---|---|
| Total | 5,931 | 6,402 | 7,860 |
| Percent enrolled | 54.6 | 55.5 | 64.9 |
| Control | | | |
| Public | 3,661 | 4,068 | 5,054 |
| Private | 2,270 | 2,333 | 2,806 |
| Level | | | |
| Prekindergarten | 2,555 | 2,856 | 4,438 |
| Kindergarten | 3,376 | 3,840 | 3,422 |

NOTE: Because of rounding, details may not add to totals.

## Enrollment Rates

School enrollment rates for 5- to 17-year-olds have remained relatively steady over the past 10 years—at about 97 percent. Nearly all elementary-age children are enrolled in school.

### Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1970 to October 1997

| Year | 5 and 6 years | 7 to 13 years | 14 to 17 years |
|---|---|---|---|
| 1970 | 89.5 | 99.2 | 94.1 |
| 1975 | 94.7 | 99.3 | 93.6 |
| 1980 | 95.7 | 99.3 | 93.4 |
| 1981 | 94.0 | 99.2 | 94.1 |
| 1982 | 95.0 | 99.2 | 94.4 |
| 1983 | 95.4 | 99.2 | 95.0 |
| 1984 | 94.5 | 99.2 | 94.7 |
| 1985 | 96.1 | 99.2 | 94.9 |
| 1986 | 95.3 | 99.2 | 94.9 |
| 1987 | 95.1 | 99.5 | 95.0 |
| 1988 | 96.0 | 99.7 | 95.1 |
| 1989 | 95.2 | 99.3 | 95.7 |
| 1990 | 96.5 | 99.6 | 95.8 |
| 1991 | 95.4 | 99.6 | 96.0 |
| 1992 | 95.5 | 99.4 | 96.7 |
| 1993 | 95.4 | 99.5 | 96.5 |
| 1994 | 96.7 | 99.4 | 96.6 |
| 1995 | 96.0 | 98.9 | 96.3 |
| 1996 | 94.0 | 97.7 | 95.4 |
| 1997 | 96.5 | 99.1 | 96.6 |

## Enrollment by Race and Ethnicity

The proportion of minority students in elementary and secondary schools increased between 1986 and 1996. The proportion of Hispanics in elementary and secondary schools increased at a greater rate than the proportion of blacks.

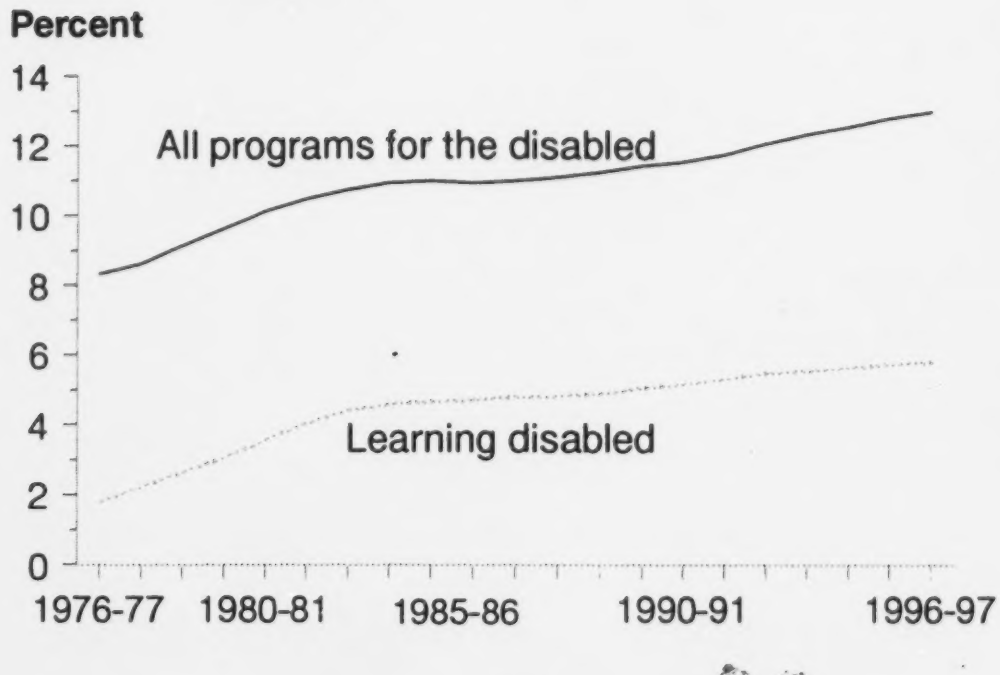
### Table 6.—Racial/ethnic distribution of students in elementary and secondary schools: Fall 1986, 1991, and 1996

| Race/ethnicity of student | Fall 1986 | Fall 1991 | Fall 1996 |
|---|---|---|---|
| Total | 100.0 | 100.0 | 100.0 |
| White, non-Hispanic | 70.4 | 67.4 | 64.2 |
| Minority | 29.7 | 32.6 | 35.8 |
| Black, non-Hispanic | 16.1 | 16.4 | 16.9 |
| Hispanic | 9.9 | 11.8 | 14.0 |
| Other, non-Hispanic | 3.7 | 4.4 | 4.9 |

## Enrollment in Programs for the Disabled

During the late 1970s and early 1980s, increasing proportions of children were served in federal programs for the disabled. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976–77, 8 percent of children were served in programs for the disabled compared with 13 percent in 1996–97. However, since 1983–84, the increases have been relatively small.

**Figure 3.—Percent of public elementary and secondary students enrolled in federal programs for the disabled: 1976–77 to 1996–97**

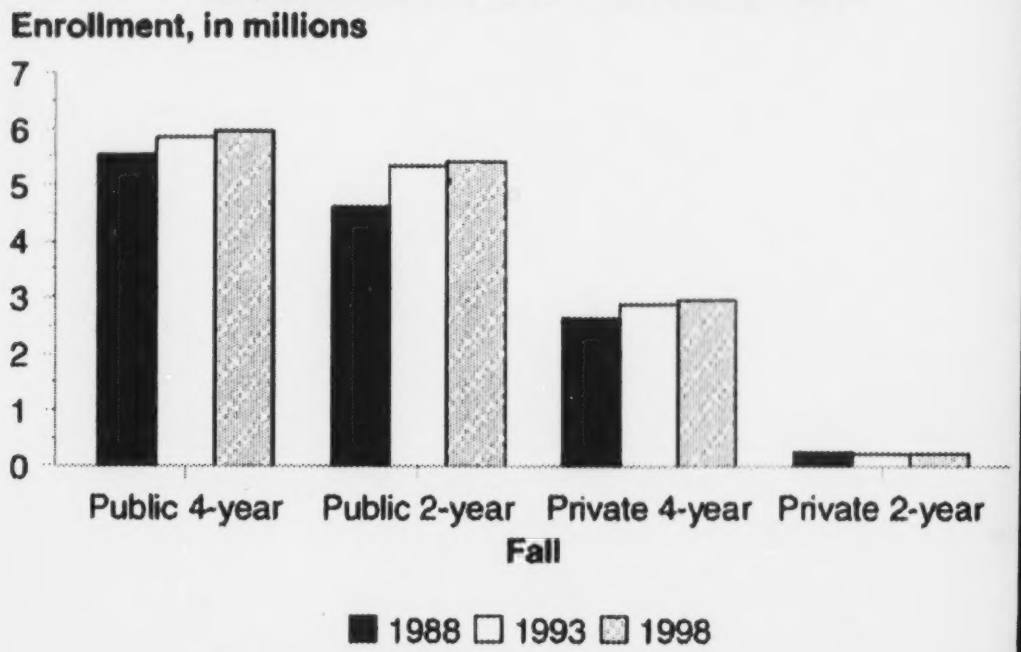


# Higher Education

## College Enrollment

College enrollment fell slightly below 14.3 million in fall 1994 and was expected to rise slightly by fall 1997. Of the 1998 students, about 9 million attend 4-year schools and nearly 6 million attend 2-year schools. Between 1988 and 1998, part-time enrollment increased at about the same rate as full-time enrollment, 12 percent and 11 percent, respectively.

### Figure 4.—Fall enrollment in institutions of higher education: 1988, 1993, and 1998




NOTE: The source for 1998 figures is *Projections of Education Statistics to 2008.*

## Table 7.—Enrollment in higher education: Fall 1988, 1993, and 1998 *
(In thousands)

| Type and control of school, and attendance status | Fall 1988 | Fall 1993 | Fall 1998 * |
|---|---|---|---|
| Total | 13,055 | 14,305 | 14,590 |
| 4-year | 8,180 | 8,739 | 8,930 |
| 2-year | 4,875 | 5,566 | 5,660 |
| Full-time | 7,437 | 8,128 | 8,280 |
| Part-time | 5,619 | 6,177 | 6,310 |
| Public | 10,161 | 11,189 | 11,395 |
| 4-year | 5,546 | 5,852 | 5,969 |
| 2-year | 4,615 | 5,337 | 5,426 |
| Full-time | 5,410 | 5,963 | 6,125 |
| Part-time | 4,752 | 5,226 | 5,318 |
| Private | 2,894 | 3,116 | 3,194 |
| 4-year | 2,634 | 2,887 | 2,961 |
| 2-year | 260 | 229 | 234 |
| Full-time | 2,027 | 2,165 | 2,203 |
| Part-time | 867 | 951 | 992 |

* Estimated.

NOTE: The source for 1998 figures is *Projections of Education Statistics to 2008.*

## Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 56 percent in 1987 to 62 percent in 1997. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 39 percent in 1987 to 46 percent in 1997.

### Table 8.—Percent of 18- to 24-year-olds enrolled in school: October 1980 to October 1997

| Year | 18- and 19-year-olds | 20- and 21-year-olds | 22- to 24-year-olds |
|---|---|---|---|
| 1980 | 46.4 | 31.0 | 16.3 |
| 1981 | 49.0 | 31.6 | 16.5 |
| 1982 | 47.8 | 34.0 | 16.8 |
| 1983 | 50.4 | 32.5 | 16.6 |
| 1984 | 50.1 | 33.9 | 17.3 |
| 1985 | 51.6 | 35.3 | 16.9 |
| 1986 | 54.6 | 33.0 | 17.9 |
| 1987 | 55.6 | 38.7 | 17.5 |
| 1988 | 55.6 | 39.1 | 18.2 |
| 1989 | 56.0 | 38.5 | 19.9 |
| 1990 | 57.2 | 39.7 | 21.0 |
| 1991 | 59.6 | 42.0 | 22.2 |
| 1992 | 61.4 | 44.0 | 23.7 |
| 1993 | 61.6 | 42.7 | 23.6 |
| 1994 | 60.2 | 44.9 | 24.0 |
| 1995 | 59.4 | 44.9 | 23.2 |
| 1996 | 61.5 | 44.4 | 24.8 |
| 1997 | 61.5 | 45.9 | 26.4 |

## Enrollment by Gender

Despite decreases in the traditional college-age population, total college enrollment has continued to grow since 1980. Much of this growth can be attributed to the increase in the proportion of recent high school graduates and the number of women over 24 attending college.

### Table 9.—Fall enrollment in institutions of higher education, by sex, and age: 1980, 1990, and 1996

(In thousands)

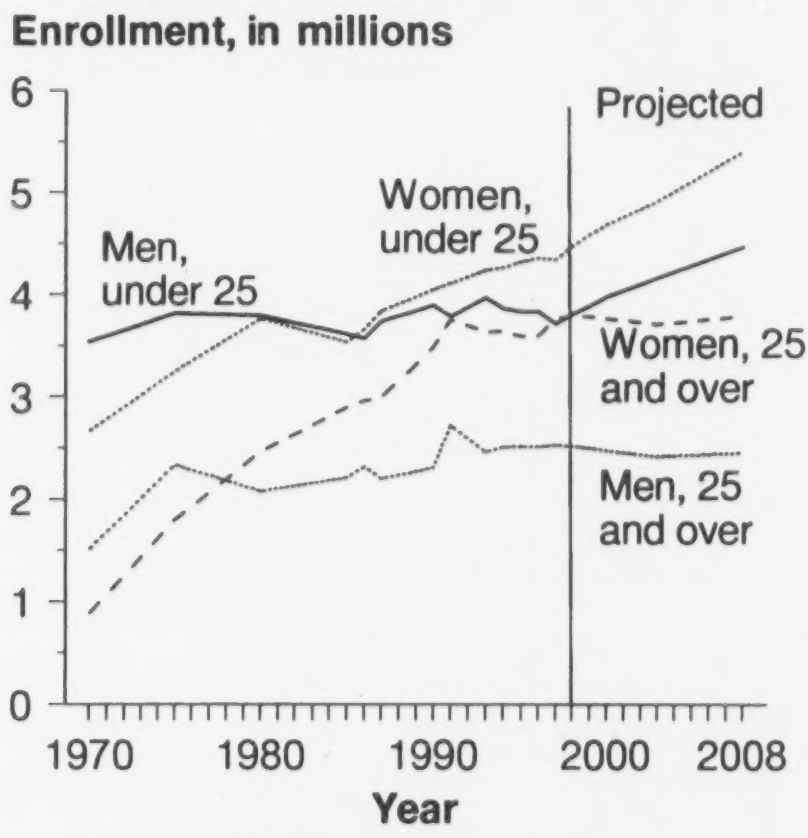
| Sex and age | 1980 | 1990 | 1996 |
|---|---|---|---|
| Men and women, total .. | 12,097 | 13,819 | 14,300 |
| 19 years and younger | 3,148 | 2,967 | 3,233 |
| 20 and 21 years old ... | 2,423 | 2,619 | 2,643 |
| 22 to 24 years old ..... | 1,989 | 2,166 | 2,316 |
| 25 years and older ..... | 4,536 | 6,067 | 6,108 |
| Men, total ..... | 5,874 | 6,284 | 6,344 |
| 19 years and younger | 1,474 | 1,433 | 1,434 |
| 20 and 21 years old ... | 1,259 | 1,304 | 1,224 |
| 22 to 24 years old ..... | 1,064 | 1,107 | 1,175 |
| 25 years and older ..... | 2,077 | 2,441 | 2,512 |
| Women, total ..... | 6,223 | 7,535 | 7,956 |
| 19 years and younger | 1,674 | 1,534 | 1,799 |
| 20 and 21 years old ... | 1,165 | 1,315 | 1,419 |
| 22 to 24 years old ..... | 925 | 1,059 | 1,141 |
| 25 years and older ..... | 2,459 | 3,627 | 3,597 |

NOTE: Because of rounding, details may not add to totals.

## Enrollment by Age

The number of older students in college has been growing more than the number of younger students. Between 1980 and 1990, the enrollment of students under age 25 increased by 3 percent. During the same period, enrollment of persons 25 and over rose by 34 percent. From 1996 to 2008 however, NCES projects a 2 percent growth in enrollments of persons over 25 and an increase of 20 percent in the number under 25.

**Figure 5.—Fall enrollment in institutions of higher education, by age and sex: 1970 to 1996**



## Enrollment by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1976, 15.7 percent were minorities, compared with 26.1 percent in 1996. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years and was 10.8 percent in 1996, slightly up from the 1980 level of 9.4 percent. (These percentages exclude foreign students enrolled in American colleges and universities who are not permanent residents.)

### Table 10.—Racial/ethnic distribution of fall enrollment in institutions of higher education: 1980, 1990, and 1996

| Race/ethnicity | 1980 | 1990 | 1996* |
|---|---|---|---|
| Total | 100.0 | 100.0 | 100.0 |
| White, non-Hispanic | 83.5 | 79.9 | 73.9 |
| Total minority | 16.5 | 20.1 | 26.1 |
| Black, non-Hispanic | 9.4 | 9.3 | 10.8 |
| Hispanic | 4.0 | 5.8 | 8.3 |
| Asian or Pacific Islander | 2.4 | 4.3 | 6.0 |
| American Indian or Alaskan Native | 0.7 | 0.8 | 1.0 |

* Preliminary data.

NOTE: Distribution excludes nonresident aliens.

## Graduate School Enrollment

Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose 18 percent between 1988 and 1996. Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed an increase between 1986 and 1996.

Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1986 and 1996, the number of male full-time graduate students increased by 22 percent, compared with 66 percent for full-time women. Among part-time graduate students, enrollments for men increased by 1 percent compared with 18 percent for women. However, men continue to seek first-professional degrees more than women.

## Table 11.—Fall graduate enrollment [1] in institutions of higher education, by sex: 1970 to 1996

(In thousands)

| Year | Total | Men | Women |
|---|---|---|---|
| 1970 | 1,031 | 630 | 400 |
| 1972 | 1,066 | 626 | 439 |
| 1974 | 1,190 | 663 | 526 |
| 1976 | 1,333 | 714 | 619 |
| 1978 | 1,312 | 682 | 630 |
| 1980 | 1,343 | 675 | 670 |
| 1982 | 1,322 | 670 | 653 |
| 1984 | 1,345 | 672 | 673 |
| 1986 | 1,435 | 693 | 742 |
| 1988 | 1,472 | 697 | 774 |
| 1990 | 1,586 | 737 | 849 |
| 1991 | 1,639 | 761 | 878 |
| 1992 | 1,669 | 772 | 896 |
| 1993 | 1,688 | 771 | 917 |
| 1994 | 1,721 | 776 | 946 |
| 1995 | 1,732 | 768 | 965 |
| 1996 [2] | 1,742 | 760 | 983 |

[1] Includes full-time and part-time unclassified postbaccalaureate students, but excludes first-professional enrollment.

[2] Preliminary data.

NOTE: Because of rounding, details may not add to totals.

# Teachers

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## Number of Teachers

The number of elementary and secondary school teachers has risen in recent years, up about 23 percent since 1985. The number of public school teachers has grown at a slightly slower rate than the number of students in recent years, and the pupil/teacher ratio, after falling for many years, has remained relatively steady since 1988. In the fall of 1998, the ratio of pupils per public school teacher was 17.2 compared with 17.9 pupils per teacher in 1985. During the same time period, the pupil/teacher ratio in private schools fell from 16.2 to 14.9 pupils per teacher.

## Table 12.—Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 1998

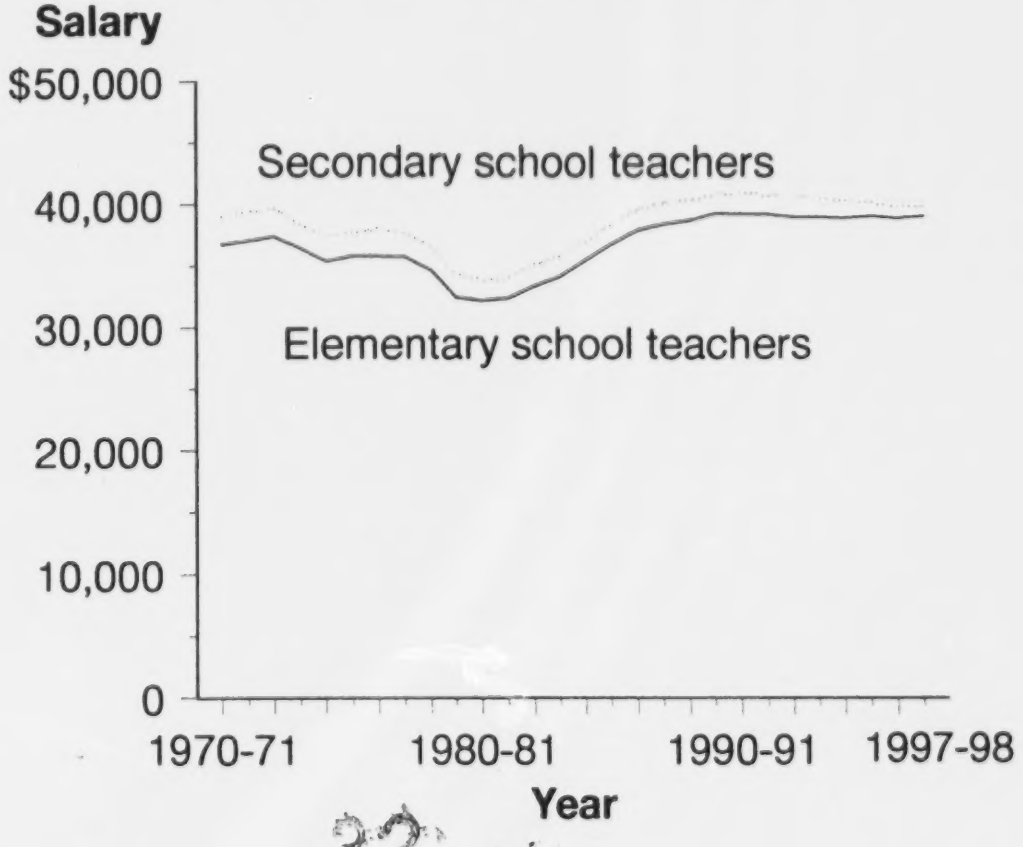
| Year | Total | Public school teachers | Private school teachers |
|---|---|---|---|
| | Number in thousands | | |
| 1980 | 2,485 | 2,184 | 301 |
| 1985 | 2,549 | 2,206 | 343 |
| 1990 | 2,753 | 2,398 | 355 |
| 1991 | 2,787 | 2,432 | 355 |
| 1992 | 2,822 | 2,459 | 363 |
| 1993 | 2,870 | 2,504 | 366 |
| 1994 | 2,926 | 2,552 | 373 |
| 1995 | 2,978 | 2,598 | 380 |
| 1996 | 3,053 | 2,666 | 387 |
| 1997 [1] | 3,103 | 2,710 | 394 |
| 1998 [2] | 3,126 | 2,728 | 399 |
| | Pupil/teacher ratios | | |
| 1980 | 18.6 | 18.7 | 17.7 |
| 1985 | 17.6 | 17.9 | 16.2 |
| 1990 | 16.9 | 17.2 | 14.7 |
| 1991 | 17.0 | 17.3 | 14.6 |
| 1992 | 17.1 | 17.4 | 14.8 |
| 1993 | 17.1 | 17.4 | 14.9 |
| 1994 | 17.0 | 17.3 | 15.0 |
| 1995 | 17.0 | 17.3 | 15.0 |
| 1996 | 16.8 | 17.1 | 14.9 |
| 1997 [1] | 16.7 | 17.0 | 14.9 |
| 1998 [2] | 16.9 | 17.2 | 14.9 |

[1] Preliminary.
[2] Estimated.

## Teachers' Salaries

The average salary for public school teachers has grown rapidly over the past decade, reaching $39,385 in 1997–98. After adjustment for inflation, teachers' salaries rose 20 percent between 1980–81 and 1997–98. Virtually all of this increase occurred during the mid-1980s. Since 1990–91, the average salary for teachers actually fell slightly, after adjusting for inflation.

**Figure 6.—Average annual salary for public elementary and secondary school teachers: 1970–71 to 1997–98**
**(In constant 1997–98 dollars)**



## Teacher Characteristics

Teachers in public elementary and secondary schools in 1993–94 were made up of 73 percent women and 87 percent white non-Hispanics. Some 65 percent of teachers had at least 10 years of full-time teaching experience and almost all teachers held at least a bachelor's degree.

### Table 13.—Characteristics of teachers in public schools: 1993–94

| Selected characteristics | Number, in thousands | Percent |
|---|---|---|
| Total | 2,561 | 100.0 |
| Men | 694 | 27.1 |
| Women | 1,867 | 72.9 |
| Race/ethnicity | | |
| White, non-Hispanic | 2,217 | 86.5 |
| Black, non-Hispanic | 188 | 7.4 |
| Hispanic | 109 | 4.2 |
| Other minorities | 48 | 1.9 |
| Experience | | |
| Less than 3 years | 249 | 9.7 |
| 3 to 9 years | 653 | 25.5 |
| 10 to 20 years | 897 | 35.0 |
| More than 20 years | 762 | 29.8 |
| Highest degree | | |
| Less than bachelor's | 18 | 0.8 |
| Bachelor's | 1,331 | 52.0 |
| Master's or above | 1,212 | 47.3 |

NOTE: Excludes prekindergarten teachers.

# Educational Outcomes

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## High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and half a year of computer science. For those going on to college an additional 2 years of foreign language study was highly recommended. Over the past 12 years, the average number of science and mathematics credits earned by high school graduates increased substantially. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.4 in 1994, and the number of science credits rose from 2.2 to 3.0.

The proportion of graduates who completed the full college preparatory program recommended by the Commission on Excellence rose from 3 percent in 1982 to 32 percent in 1994.

## Table 14.—Percent of high school graduates earning selected combinations of academic credits: 1982 and 1994

| Year of graduation and course combinations taken | All graduates |
|---|---|
| **1982 graduates** | |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L. | 2.0 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, & .5 Comp. | 2.9 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L. | 9.2 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math | 14.0 |
| 4 Eng., 3 S.S., 2 Sci., 2 Math | 31.5 |
| **1994 graduates** | |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L. | 25.3 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp. | 32.0 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L. | 39.1 |
| 4 Eng., 3 S.S., 3 Sci., 3 Math | 49.8 |
| 4 Eng., 3 S.S., 2 Sci., 2 Math | 74.6 |

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

## Graduates

The number of high school graduates in 1997–98 totaled about 2.7 million. About 2.4 million graduated from public schools and less than 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77 when approximately 3.2 million people earned their diplomas. Although the number of graduates has been lower in recent years, the ratio of high school graduates to 17-year-olds has remained relatively stable for more than two decades, declining in the 1970s and increasing slightly in the late 1980s and early 1990s.

The actual graduation rate is higher than this ratio of 69.0 because many students complete high school through alternative programs, such as night schools and the General Educational Development (GED) program. In 1997, about 87 percent of all 25- to 29-year-olds had completed high school.

## Table 15.—High school graduates compared with population of 17-year-olds: 1976–77 to 1997–98

(In thousands)

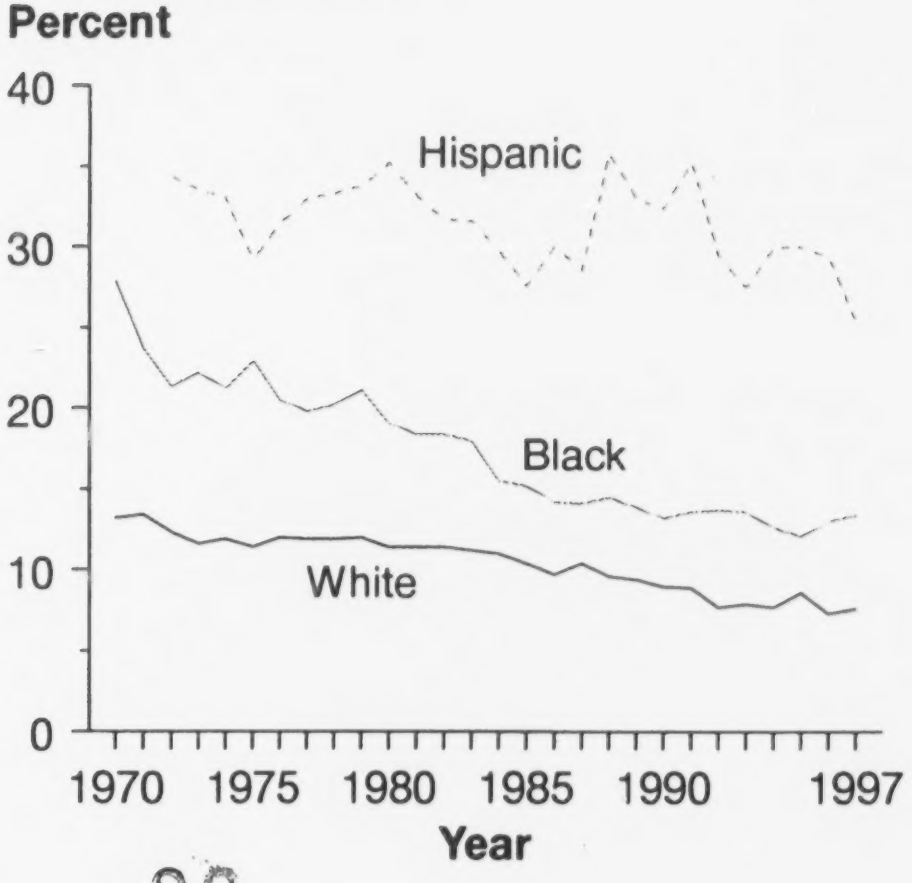
| School year | Total 17-year-olds | High school graduates | Graduates as a percent of 17-year-olds |
|---|---|---|---|
| 1976-77 ..... | 4,272 | 3,152 | 73.8 |
| 1978-79 ..... | 4,327 | 3,101 | 71.7 |
| 1981-82 ..... | 4,134 | 2,995 | 72.4 |
| 1983-84 ..... | 3,784 | 2,767 | 73.1 |
| 1985-86 ..... | 3,670 | 2,643 | 72.0 |
| 1986-87 ..... | 3,754 | 2,694 | 71.8 |
| 1987-88 ..... | 3,849 | 2,773 | 72.1 |
| 1988-89 ..... | 3,842 | 2,727 | 71.0 |
| 1989-90 ..... | 3,505 | 2,586 | 73.8 |
| 1990-91 ..... | 3,421 | 2,503 | 73.2 |
| 1991-92 ..... | 3,391 | 2,482 | 73.2 |
| 1992-93 ..... | 3,447 | 2,490 | 72.2 |
| 1993-94 ..... | 3,459 | 2,479 | 71.7 |
| 1994-95 ..... | 3,588 | 2,538 | 70.7 |
| 1995-96 ..... | 3,641 | 2,548 | 70.0 |
| 1996-97 ..... | 3,773 | 2,627 | 69.6 |
| 1997-98* ... | 3,923 | 2,708 | 69.0 |

*Preliminary data.

## Dropouts

The dropout rate among 16- to 24-year-olds has fallen over the past 20 years. Having fallen more for blacks than for whites, the difference in dropout rates between the races has narrowed. The dropout rate for Hispanics remains relatively high at 25 percent, compared to 8 percent for whites and 13 percent for blacks.

**Figure 7.—Percent of high school dropouts among 16- to 24-year-olds, by race/ethnicity: 1970 to 1997**



## Table 16.—Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 1997

| Year | All races | White, non-Hispanic | Black, non-Hispanic | Hispanic |
|---|---|---|---|---|
| 1975 ..... | 13.9 | 11.4 | 22.9 | 29.2 |
| 1979 ..... | 14.6 | 12.0 | 21.1 | 33.8 |
| 1980 ..... | 14.1 | 11.4 | 19.1 | 35.2 |
| 1981 ..... | 13.9 | 11.3 | 18.4 | 33.2 |
| 1982 ..... | 13.9 | 11.4 | 18.4 | 31.7 |
| 1983 ..... | 13.7 | 11.1 | 18.0 | 31.6 |
| 1984 ..... | 13.1 | 11.0 | 15.5 | 29.8 |
| 1985 ..... | 12.6 | 10.4 | 15.2 | 27.6 |
| 1986 ..... | 12.2 | 9.7 | 14.2 | 30.1 |
| 1987 ..... | 12.7 | 10.4 | 14.1 | 28.6 |
| 1988 ..... | 12.9 | 9.6 | 14.5 | 35.8 |
| 1989 ..... | 12.6 | 9.4 | 13.9 | 33.0 |
| 1990 ..... | 12.1 | 9.0 | 13.2 | 32.4 |
| 1991 ..... | 12.5 | 8.9 | 13.6 | 35.3 |
| 1992* ... | 11.0 | 7.7 | 13.7 | 29.4 |
| 1993* ... | 11.0 | 7.9 | 13.6 | 27.5 |
| 1994* ... | 11.4 | 7.7 | 12.6 | 30.0 |
| 1995* ... | 12.0 | 8.6 | 12.1 | 30.0 |
| 1996* ... | 11.1 | 7.3 | 13.0 | 29.4 |
| 1997* ... | 11.0 | 7.6 | 13.4 | 25.3 |

*Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

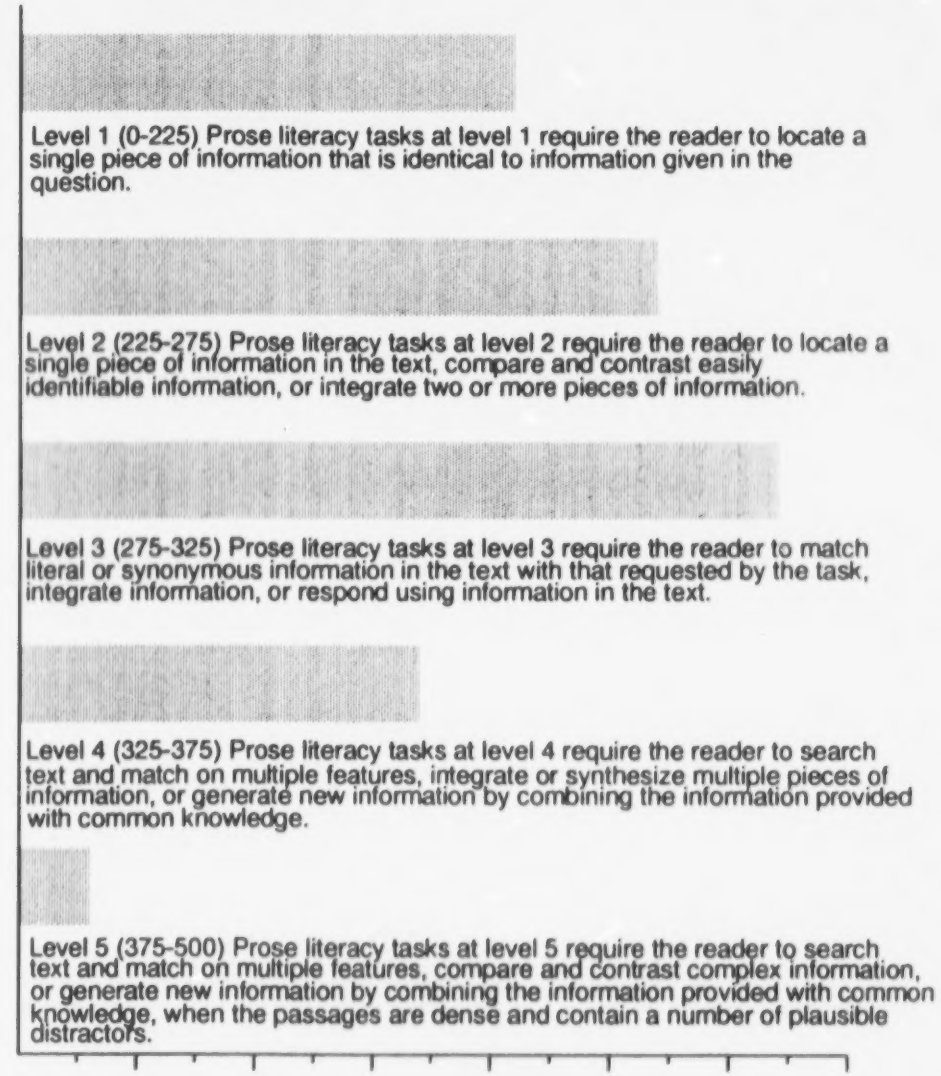
## Literacy Rates

Some 90 million adults—about 47 percent of the U.S. adult population—performed at the two lowest levels of literacy in 1992 on a national survey of adult literacy. Literacy was defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Three scales were developed measuring different aspects of literacy: prose, quantitative, and document.

Adults with higher levels of educational attainment had higher average levels of prose literacy. Also, adults aged 19 to 54 had higher average literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.

On all three literacy scales, the average literacy scores for Hispanics were below those of blacks which were below those of whites. On the quantitative literacy scale, the difference between blacks and whites was larger than the difference between white high school and college graduates.

# Figure 8.—Prose literacy of adults aged 16 and older: 1992


Level 1 (0-225) Prose literacy tasks at level 1 require the reader to locate a single piece of information that is identical to information given in the question.
Level 2 (225-275) Prose literacy tasks at level 2 require the reader to locate a single piece of information in the text, compare and contrast easily identifiable information, or integrate two or more pieces of information.
Level 3 (275-325) Prose literacy tasks at level 3 require the reader to match literal or synonymous information in the text with that requested by the task, integrate information, or respond using information in the text.
Level 4 (325-375) Prose literacy tasks at level 4 require the reader to search text and match on multiple features, integrate or synthesize multiple pieces of information, or generate new information by combining the information provided with common knowledge.
Level 5 (375-500) Prose literacy tasks at level 5 require the reader to search text and match on multiple features, compare and contrast complex information, or generate new information by combining the information provided with common knowledge, when the passages are dense and contain a number of plausible distractors.
0
5
10
15
20
25
30
35
Percent of adults at various literacy levels

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Adult Literacy Survey, 1992.*

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## Completions

Americans are becoming more educated. Between 1980 and 1997, the proportion of the adult population 25 years of age and over with 4 years of high school or more rose from 69 percent to 82 percent. At the same time, the proportion of adults with at least 4 years of college increased from 17 percent to 24 percent.

### Table 17.—Percent of persons 25 years and older who completed various years of school: 1970 to 1997

| Year | Less than 5 years of elementary school | 4 years of high school or more | 4 or more years of college |
|---|---|---|---|
| March 1970 ..... | 5.3 | 55.2 | 11.0 |
| March 1980 ..... | 3.4 | 68.6 | 17.0 |
| March 1985 ..... | 2.7 | 73.9 | 19.4 |
| March 1987 ..... | 2.4 | 75.6 | 19.9 |
| March 1988 ..... | 2.4 | 76.2 | 20.3 |
| March 1989 ..... | 2.5 | 76.9 | 21.1 |
| March 1990 ..... | 2.4 | 77.6 | 21.3 |
| March 1991 ..... | 2.4 | 78.4 | 21.4 |
| March 1992 ..... | 2.8 | 80.8 | 21.4 |
| March 1993 ..... | 2.1 | 81.5 | 21.9 |
| March 1994 ..... | 1.9 | 80.9 | 22.2 |
| March 1995 ..... | 1.8 | 81.7 | 23.0 |
| March 1996 ..... | 1.8 | 81.7 | 23.6 |
| March 1997 ..... | 1.7 | 82.1 | 23.9 |

## Reading Performance

Long-term trends in reading achievement show improvements for many of the country's 9- and 13-year-old students. 17-year-olds scored about the same in 1996 as in 1971. Significant gaps continue to exist between racial/ethnic groups and between male and female students. Gender gaps favoring female students were about the same in 1996 as in 1971.

### Table 18.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1996

| Selected characteristics of students | 1971 | 1980 | 1996 |
|---|---|---|---|
| Total | 285.2 | 285.5 | 286.7 |
| Sex | | | |
| Male | 278.9 | 281.8 | 279.9 |
| Female | 291.3 | 289.2 | 294.4 |
| Race/ethnicity | | | |
| White | 291.4 | 292.8 | 294.4 |
| Black | 238.7 | 243.1 | 265.4 |
| Hispanic | — | 261.4 | 264.7 |
| Control of school | | | |
| Public | — | 284.4 | 286.0 |
| Private | — | 298.4 | 294.0 |
| Parents' education level | | | |
| Did not graduate high school | 261.3 | 262.1 | 267.0 |
| Graduated high school | 283.0 | 277.5 | 273.0 |
| Post high school | 302.2 | 298.9 | 297.0 |

— Data not available.

NOTE: Scale ranges from 0 to 500.



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## Mathematics Performance

Results from national assessments of mathematics achievement indicate that students have made some improvements in their basic computation skills. Average proficiency for 9- and 13-year-olds improved between 1982 and 1996. For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade returned their performance to the 1973 level. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 1996. However, the gap among 9- and 13-year-olds favoring females in 1973 reversed, and in 1996 the gap favored males.

## Table 19.—Percent of 17-year-old students performing at or above three mathematics proficiency levels, by race/ethnicity: 1982 to 1996

| Year and race/ethnicity | Numerical operations and beginning problem solving | Moderately complex procedures and reasoning | Multistep problem solving and algebra |
|---|---|---|---|
| Total | | | |
| 1982 | 93 | 48 | 6 |
| 1990 | 96 | 56 | 7 |
| 1992 | 97 | 59 | 7 |
| 1996 | 97 | 60 | 7 |
| White | | | |
| 1982 | 96 | 55 | 6 |
| 1990 | 98 | 63 | 8 |
| 1992 | 98 | 66 | 9 |
| 1996 | 99 | 69 | 9 |
| Black | | | |
| 1982 | 76 | 17 | 1 |
| 1990 | 92 | 33 | 2 |
| 1992 | 90 | 30 | 1 |
| 1996 | 91 | 31 | 1 |
| Hispanic | | | |
| 1982 | 81 | 22 | 1 |
| 1990 | 86 | 30 | 2 |
| 1992 | 94 | 39 | 1 |
| 1996 | 92 | 40 | 2 |

## College Degrees

The number of degrees conferred by institutions of higher education in 1997–98 was estimated to be 520,000 associate degrees; 1,172,000 bachelor's degrees; 406,000 master's degrees; 78,400 first-professional degrees; and 45,200 doctor's degrees. In 1995–96, women earned the majority of degrees at the associate, bachelor's, and master's degree levels.

**Figure 9.—Percent of bachelor's, master's, first-professional, and doctor's degrees awarded to women: 1959–60 to 1997–98**

## Table 20.—Degrees conferred by institutions of higher education, by level of degree: 1960–61 to 1997–98

| Year | Bachelor's degrees | Master's degrees | Doctor's degrees |
|---|---|---|---|
| 1960-61 ..... | 365,174 | 84,609 | 10,575 |
| 1970-71 ..... | 839,730 | 230,509 | 32,107 |
| 1980-81 ..... | 935,140 | 295,739 | 32,958 |
| 1981-82 ..... | 952,998 | 295,546 | 32,707 |
| 1982-83 ..... | 969,510 | 289,921 | 32,775 |
| 1983-84 ..... | 974,309 | 284,263 | 33,209 |
| 1984-85 ..... | 979,477 | 286,251 | 32,943 |
| 1985-86 ..... | 987,823 | 288,567 | 33,653 |
| 1986-87 ..... | 991,264 | 289,349 | 34,041 |
| 1987-88 ..... | 994,829 | 299,317 | 34,870 |
| 1988-89 ..... | 1,018,755 | 310,621 | 35,720 |
| 1989-90 ..... | 1,051,344 | 324,301 | 38,371 |
| 1990-91 ..... | 1,094,538 | 337,168 | 39,294 |
| 1991-92 ..... | 1,136,553 | 352,838 | 40,659 |
| 1992-93 ..... | 1,165,178 | 369,585 | 42,132 |
| 1993-94 ..... | 1,169,275 | 387,070 | 43,185 |
| 1994-95 ..... | 1,160,134 | 397,629 | 44,446 |
| 1995-96 ..... | 1,164,792 | 406,301 | 44,652 |
| 1996-97 [1] ..... | 1,166,000 | 402,000 | 44,700 |
| 1997-98 [1] ..... | 1,172,000 | 406,000 | 45,200 |

[1] Projected.

# Finance

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## Overall Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at about $584 billion for 1997–98. The expenditures of elementary and secondary schools are expected to total about $351 billion for 1997–98, while institutions of higher education will spend about $233 billion.

Viewed in another context, the total expenditures for education are expected to amount to about 7.2 percent of the gross domestic product in 1997–98. This is somewhat higher than the 1987–88 figure of 6.7 percent.

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## Table 21.—Total expenditures of educational institutions related to the gross domestic product in current dollars: 1980–81 to 1997–98

| School year | Total expenditures in millions of dollars | As a percent of gross domestic product |
|---|---|---|
| 1980–81 | $182,849 | 6.6 |
| 1981–82 | 197,801 | 6.3 |
| 1982–83 | 212,081 | 6.5 |
| 1983–84 | 228,597 | 6.5 |
| 1984–85 | 247,657 | 6.3 |
| 1985–86 | 269,485 | 6.4 |
| 1986–87 | 291,974 | 6.6 |
| 1987–88 | 313,375 | 6.7 |
| 1988–89 | 346,883 | 6.9 |
| 1989–90 | 381,525 | 7.0 |
| 1990–91 | 412,652 | 7.2 |
| 1991–92 | 432,994 | 7.3 |
| 1992–93 | 456,070 | 7.3 |
| 1993–94 | 477,237 | 7.3 |
| 1994–95 [1] | 503,925 | 7.3 |
| 1995–96 [2] | 529,561 | 7.3 |
| 1996–97 [3] | 559,500 | 7.3 |
| 1997–98 [3] | 583,800 | 7.2 |

[1] Revised.
[2] Preliminary.
[3] Estimated.

## Public Elementary and Secondary School Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987–88 the trend began to reverse. Between 1986–87 and 1993–94, the local share of school funding rose while the proportion from state governments fell. By 1995–96, a greater share shifted back to the states as 47.5 percent of revenues came from state sources, 45.9 percent came from local sources, and 6.6 percent came from the federal government.

## Table 22.—Percent of revenues for public elementary and secondary schools from various sources: 1970–71 to 1995–96

| School year | Federal | State | Local* |
|---|---|---|---|
| 1970–71 | 8.4 | 39.1 | 52.5 |
| 1980–81 | 9.2 | 47.4 | 43.4 |
| 1981–82 | 7.4 | 47.6 | 45.0 |
| 1982–83 | 7.1 | 47.9 | 45.0 |
| 1983–84 | 6.8 | 47.8 | 45.4 |
| 1984–85 | 6.6 | 48.9 | 44.4 |
| 1985–86 | 6.7 | 49.4 | 43.9 |
| 1986–87 | 6.4 | 49.7 | 43.9 |
| 1987–88 | 6.3 | 49.5 | 44.1 |
| 1988–89 | 6.2 | 47.8 | 46.0 |
| 1989–90 | 6.1 | 47.1 | 46.8 |
| 1990–91 | 6.2 | 47.2 | 46.7 |
| 1991–92 | 6.6 | 46.4 | 47.0 |
| 1992–93 | 7.0 | 45.8 | 47.2 |
| 1993–94 | 7.1 | 45.2 | 47.8 |
| 1994–95 | 6.8 | 46.8 | 46.4 |
| 1995–96 | 6.6 | 47.5 | 45.9 |

*Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded. Beginning in 1988–89, new survey procedures were implemented. Details may not add to totals due to rounding.



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## Public Elementary and Secondary School Expenditures

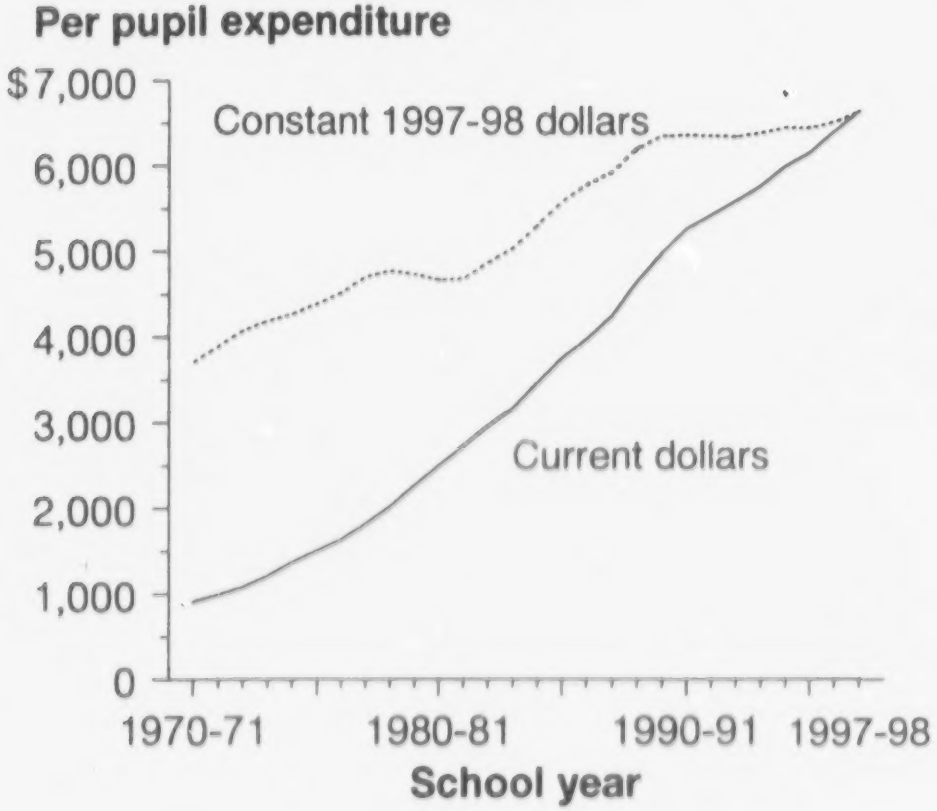
The expenditure per student in public schools has risen significantly in the past 10 years, especially during the mid-1980s. In 1997–98, the estimated current expenditure per student in average daily attendance was $6,624. After adjustment for inflation, this represents an increase of 12 percent since 1987–88.

### Table 23.—Current expenditure per pupil in average daily attendance: 1980–81 to 1997–98

| School year | Unadjusted dollars | Constant dollars (1997–98) |
|---|---|---|
| 1980–81 | $2,502 | $4,671 |
| 1981–82 | 2,726 | 4,685 |
| 1982–83 | 2,955 | 4,870 |
| 1983–84 | 3,173 | 5,043 |
| 1984–85 | 3,470 | 5,307 |
| 1985–86 | 3,756 | 5,582 |
| 1986–87 | 3,970 | 5,773 |
| 1987–88 | 4,240 | 5,920 |
| 1988–89 | 4,645 | 6,199 |
| 1989–90 | 4,980 | 6,343 |
| 1990–91 | 5,258 | 6,350 |
| 1991–92 | 5,421 | 6,344 |
| 1992–93 | 5,584 | 6,337 |
| 1993–94 | 5,767 | 6,380 |
| 1994–95 | 5,989 | 6,440 |
| 1995–96 | 6,146 | 6,434 |
| 1996–97 * | 6,387 | 6,501 |
| 1997–98 * | 6,624 | 6,624 |

* Estimated.

## Figure 10.—Current expenditure per student in average daily attendance in public elementary and secondary schools: 1970–71 to 1997–98



## Federal Aid for Public Elementary and Secondary Education

Thirty-three percent of public elementary and secondary school students in the United States received publicly funded free or reduced-price lunches in 1993–94. At public elementary schools the participation rate was 39 percent, compared with 22 percent for public secondary schools. About 14 percent of all public elementary and secondary school children received Chapter I services in 1993–94. Federally sponsored Chapter I programs are designed to assist poorly performing students in economically disadvantaged areas. Children in rural areas (14 percent) and central cities (19 percent) were more likely to receive services than those in suburban areas (10 percent).

## Table 24.—Percent of public school students participating in federal programs, by school characteristics: 1993–94

| School characteristics | Percent free or reduced price | Percent ECIA* Chapter I |
|---|---|---|
| Total | 33.2 | 14.3 |
| Community type | | |
| Central city | 44.9 | 19.4 |
| Urban fringe/large town | 23.5 | 10.1 |
| Rural/small town | 32.2 | 13.7 |
| School size (students) | | |
| Less than 150 | 38.6 | 16.7 |
| 150–299 | 38.1 | 16.7 |
| 300–499 | 37.0 | 16.3 |
| 500–749 | 33.5 | 15.5 |
| 750 or more | 29.7 | 11.7 |
| Minority students (percent) | | |
| Less than 5 | 22.0 | 8.8 |
| 5 to 19 | 18.9 | 6.6 |
| 20 to 49 | 32.0 | 10.8 |
| 50 or more | 57.3 | 29.0 |

*Education Consolidation and Improvement Act.

## Higher Education Revenues

Private colleges are heavily dependent on tuition for revenues, receiving 43 percent from this source. In contrast, public colleges receive much of their revenue—40 percent—from state and local governments.

### Table 25.—Sources of current-fund revenue for institutions of higher education: 1995–96

| Source | Public | Private |
|---|---|---|
| Total | 100.0 | 100.0 |
| Tuition and fees | 18.8 | 43.0 |
| Federal government | 11.1 | 13.8 |
| State governments | 35.8 | 1.9 |
| Local governments | 4.1 | 0.7 |
| Private gifts, grants, and contracts | 4.1 | 9.1 |
| Endowment income | 0.2 | 5.2 |
| Sales and services | 22.2 | 21.0 |
| Educational activities | 2.9 | 2.7 |
| Auxiliary enterprises | 9.4 | 9.8 |
| Hospitals | 9.9 | 8.5 |
| Other sources | 3.3 | 5.3 |

## Higher Education Expenditures

Trend data show some increases in the expenditures per student at institutions of higher education through the late 1980s and relatively small fluctuations thereafter. After adjustment for inflation, current-fund expenditures per student rose about 16 percent between 1980–81 and 1988–89, but increased only 8 percent between 1988–89 and 1995–96.

### Table 26.—Current-fund expenditures and expenditures per full-time-equivalent student in institutions of higher education: 1980–81 to 1995–96

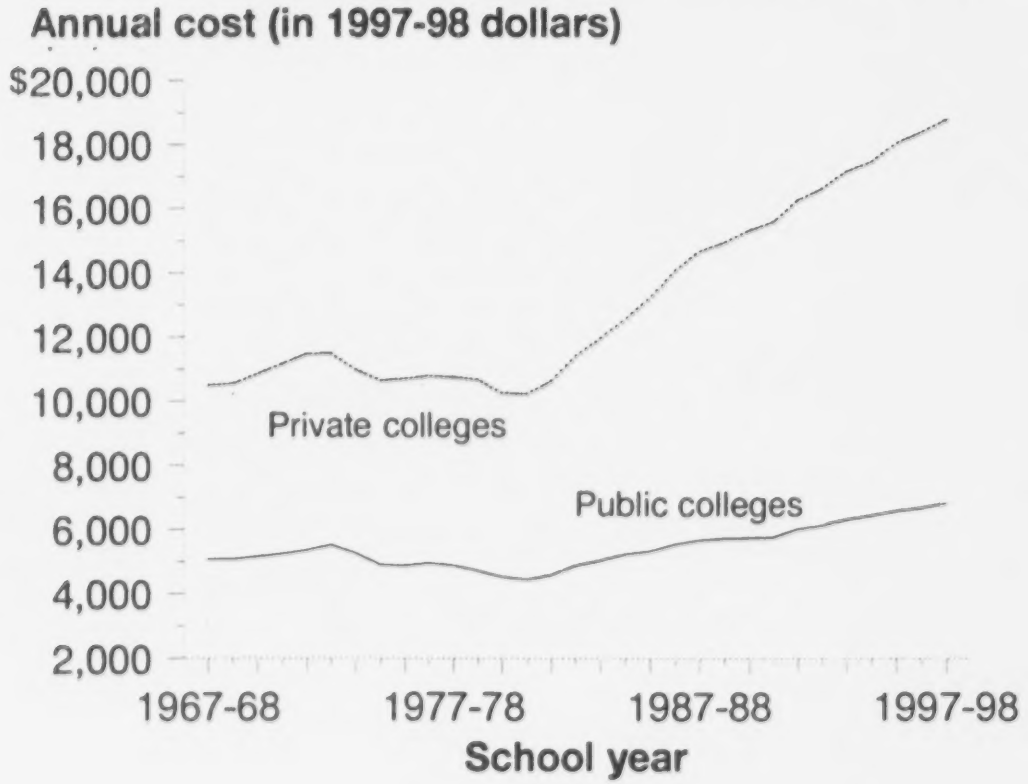
| Year | Expenditures in millions | | Per student, in constant 1995–96 dollars |
|---|---|---|---|
| | Unadjusted dollars | Constant 1995–96 dollars | |
| 1980–81 ..... | $ 64,053 | $129,375 | $14,670 |
| 1985–86 ..... | 97,536 | 145,339 | 16,251 |
| 1986–87 ..... | 105,764 | 151,603 | 16,726 |
| 1987–88 ..... | 113,786 | 156,377 | 16,943 |
| 1988–89 ..... | 123,867 | 161,643 | 17,079 |
| 1989–90 ..... | 134,656 | 165,737 | 16,945 |
| 1990–91 ..... | 146,088 | 170,830 | 17,111 |
| 1991–92 ..... | 156,189 | 176,566 | 17,042 |
| 1992–93 ..... | 165,241 | 181,242 | 17,366 |
| 1993–94 ..... | 173,351 | 183,966 | 17,772 |
| 1994–95 ..... | 182,969 | 188,404 | 18,207 |
| 1995–96* ..... | 189,986 | 189,986 | 18,383 |

* Preliminary data.

## College Costs

For the 1997–98 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $6,788 at public colleges and $18,745 at private colleges. Between 1987–88 and 1997–98, charges at public colleges increased by 20 percent and charges at private colleges by 28 percent, after adjusting for inflation.

**Figure 11.—Average undergraduate tuition, room, and board charges at public and private colleges: 1967–68 to 1997–98**



## Table 27.—Average undergraduate tuition, room, and board charges: 1987–88 to 1997–98

| Year and control of institution | Total tuition, room, and board | | |
|---|---|---|---|
| | All institutions | 4-year | 2-year [1] |
| **All** | | | |
| 1987-88 | $ 5,494 | $ 6,272 | $ 3,263 |
| 1990-91 | 6,562 | 7,602 | 3,930 |
| 1992-93 | 7,452 | 8,758 | 4,207 |
| 1994-95 | 8,306 | 9,728 | 4,633 |
| 1995-96 | 8,800 | 10,330 | 4,725 |
| 1996-97 | 9,206 | 10,841 | 4,895 |
| 1997-98 [2] | 9,536 | 11,227 | 5,075 |
| **Public** | | | |
| 1987-88 | 4,050 | 4,403 | 3,066 |
| 1990-91 | 4,757 | 5,243 | 3,467 |
| 1992-93 | 5,379 | 6,020 | 3,799 |
| 1994-95 | 5,965 | 6,670 | 4,137 |
| 1995-96 | 6,256 | 7,014 | 4,217 |
| 1996-97 | 6,530 | 7,334 | 4,404 |
| 1997-98 [2] | 6,788 | 7,628 | 4,601 |
| **Private** | | | |
| 1987-88 | 10,512 | 10,659 | 7,078 |
| 1990-91 | 12,910 | 13,237 | 9,302 |
| 1992-93 | 14,634 | 15,009 | 9,903 |
| 1994-95 | 16,207 | 16,602 | 11,170 |
| 1995-96 | 17,208 | 17,612 | 11,563 |
| 1996-97 | 18,039 | 18,442 | 11,954 |
| 1997-98 [2] | 18,745 | 19,143 | 12,481 |

[1] Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

[2] Preliminary data.

## Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education during the past decade was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.1 percent at public colleges in 1985–86 to 5.3 percent in 1995–96. At private colleges, the proportion expended for scholarships rose from 10.2 percent to 14.7 percent during the same time period.

On a per student basis, adjusted for inflation, expenditures for scholarships and fellowships rose by 84 percent at public universities between 1985–86 and 1995–96, compared with 9 percent for instructional expenditures. At private universities during the same period, the per student expenditures on scholarships and fellowships rose by 67 percent, and the instructional costs rose by 32 percent. Another rapidly rising expenditure in the public sector during the decade was for research, which rose by 29 percent per student at public universities and by 35 percent at other public 4-year colleges.

## Table 28.—Educational and general expenditures of institutions of higher education: 1985–86 to 1995–96
(In millions)

| Year | Total expenditures | Scholarships and fellowships | Percent of total |
|---|---|---|---|
| | **Public** | | |
| 1985-86 ..... | $50,873 | 1,576 | 3.1 |
| 1986-87 ..... | 54,359 | 1,752 | 3.8 |
| 1988-89 ..... | 63,445 | 2,150 | 3.4 |
| 1990-91 ..... | 74,395 | 2,689 | 3.6 |
| 1991-92 ..... | 78,555 | 3,256 | 4.1 |
| 1992-93 ..... | 83,211 | 3,728 | 4.5 |
| 1993-94 ..... | 87,139 | 4,223 | 4.8 |
| 1994-95 ..... | 92,174 | 4,662 | 5.1 |
| 1995-96* ... | 96,086 | 5,085 | 5.3 |
| | **Private** | | |
| 1985-86 ..... | $25,255 | 2,584 | 10.2 |
| 1986-87 ..... | 28,596 | 3,024 | 10.6 |
| 1988-89 ..... | 33,358 | 3,768 | 11.3 |
| 1990-91 ..... | 39,744 | 4,863 | 12.2 |
| 1991-92 ..... | 43,013 | 5,804 | 13.5 |
| 1992-93 ..... | 45,767 | 6,421 | 14.0 |
| 1993-94 ..... | 48,885 | 7,015 | 14.4 |
| 1994-95 ..... | 51,984 | 7,623 | 14.7 |
| 1995-96* ... | 55,360 | 8,110 | 14.7 |

*Preliminary data.

## Aid to Higher Education

About 68 percent of all full-time undergraduate students received some form of financial aid in 1996. Students at private colleges were more likely to receive aid than students at public colleges. About 63 percent of full-time undergraduates at public colleges received aid compared with 80 percent at private nonprofit colleges. Students obtained aid through a variety of programs: 56 percent received some sort of federal aid, 11 percent participated in work-study programs, and 11 percent received aid through other types of programs. Private colleges provided aid from their own sources to over half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totalled $6,832 in 1995–96.

## Table 29.—Percent of full-time undergraduate and graduate students receiving financial aid, by type and source: 1995–96

| Selected student characteristics | Aid from all sources | Grants [1] | Loans |
|---|---|---|---|
| All undergraduates | 68.4 | 54.1 | 43.7 |
| Public | 62.8 | 47.5 | 37.2 |
| 4-year doctoral | 65.4 | 47.6 | 44.5 |
| Other 4-year | 69.3 | 52.3 | 47.4 |
| 2-year | 55.9 | 44.6 | 21.8 |
| Less than 2-year | 39.5 | 30.9 | 4.4 |
| Private, nonprofit | 80.3 | 71.3 | 56.9 |
| 4-year doctoral | 70.6 | 61.6 | 50.9 |
| Other 4-year | 85.6 | 77.3 | 60.4 |
| 2-year | 79.2 | 61.9 | 52.9 |
| All graduate students | 76.1 | 5.2 | 48.7 |
| Master's degree | 72.6 | 4.3 | 43.1 |
| Public | 74.7 | 4.8 | 39.5 |
| Private | 69.4 | 3.6 | 48.6 |
| Doctor's degree | 82.9 | 15.8 | 25.2 |
| Public | 85.9 | 13.7 | 26.7 |
| Private | 77.5 | 19.6 | 22.6 |
| First professional | 83.2 | 1.4 | 74.4 |
| Public | 85.7 | 2.0 | 79.0 |
| Private | 81.0 | 0.9 | 70.6 |

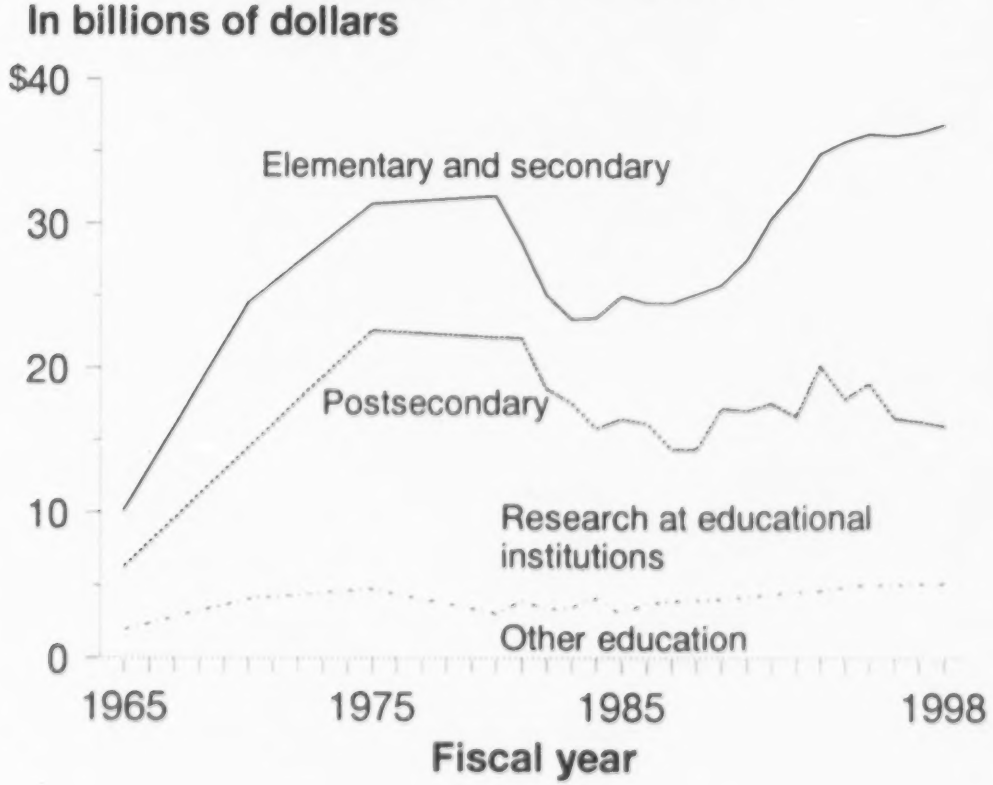
[1] Includes only fellowship grants for graduate students.

NOTE: Data include students in all types of postsecondary institutions.

## Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 1995, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Guaranteed Student Loans.) Particularly large increases occurred between 1965 and 1975. After a period of relative

**Figure 12.—Federal on-budget funds for education, by level: 1965 to 1998**
**(In constant 1998 dollars)**



stability between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985 after adjustment for inflation. From 1988 to 1998, federal funding for education increased by 28 percent.

## Table 30.—Federal funds for education: Fiscal years 1965 to 1998
(In millions of dollars)

| Fiscal year | Total on-budget support | |
|---|---|---|
| | Unadjusted dollars | Constant 1998 dollars |
| 1965 | $ 5,331.0 | $27,743.3 |
| 1970 | 12,526.5 | 52,663.2 |
| 1975 | 23,288.1 | 68,776.9 |
| 1980 | 34,493.5 | 68,631.2 |
| 1985 | 39,027.9 | 57,704.2 |
| 1986 | 39,962.9 | 57,464.4 |
| 1988 | 43,454.4 | 58,864.9 |
| 1990 | 51,624.3 | 64,545.8 |
| 1991 | 57,599.5 | 68,762.9 |
| 1992 | 60,483.1 | 70,003.1 |
| 1993 | 67,740.6 | 76,475.8 |
| 1994 | 68,254.2 | 75,271.5 |
| 1995 | 71,639.5 | 77,009.0 |
| 1996 | 71,327.4 | 74,696.2 |
| 1997 | 73,136.8 | 74,751.4 |
| 1998 [1] | 75,077.5 | 75,077.5 |

[1] Estimated.

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